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| **School:** | Mandarin High | **Subject:** | US History (Honors) | **Teacher:** | McDonald | **Lesson Plan Date(s):** |  |

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| PRE-PLANNING | **OBJECTIVE**  What will your students be able to learn? | **Standard/Benchmark**: | |
| Students be able to identify contrasting economic and philosophic ideologies.  Student understanding will focus on student preparation for the US History EOC, which students need to pass in order to pass US History. | [LA.1112.1.6.1](http://connected.mcgraw-hill.com/ssh/DA1BAB62-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.1.6.3](http://connected.mcgraw-hill.com/ssh/DA1BDB64-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.2](http://connected.mcgraw-hill.com/ssh/DA1E254A-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.3](http://connected.mcgraw-hill.com/ssh/DA1E3DB4-4B74-11DB-ABAF-F681ADECFD11), [SS.912.A.1.4](http://connected.mcgraw-hill.com/ssh/AF30C56E-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.1.6](http://connected.mcgraw-hill.com/ssh/AF319610-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.H.3.1](http://connected.mcgraw-hill.com/ssh/AFA60162-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.4.2](http://connected.mcgraw-hill.com/ssh/AF5A8DFE-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.4.3](http://connected.mcgraw-hill.com/ssh/AF5AF8CA-CCB8-11DD-A7C8-69619DFF4B22)(see attached standards list) Common Core - RH 1, 11-12 RH 2, 11-12 RH 3, 11-12 RH 4, 11-12 RH 9, 11-12 RH 7 (**see attached standards lists**) | |
| **ASSESSMENT** *“Begin with the End in Mind”*  How will you know whether your students have made progress toward the objective? How and when will you assess mastery? | | |
| Student progress will be monitored throughout the lesson to help measure progress. This includes, but is not limited to turn and talk activities higher order questioning and exit slips. Instructor will also make time to rotate around the room to interact with students individually to gauge understanding. Today’s activity (see below) will provide a summative evaluation at the back end of class. | | |
| **ESSENTIAL QUESTION**  A higher order question that is directly derived from the benchmark, introduced at the beginning of the lesson, discussed throughout the lesson, and answered by students at the end of the lesson to show understanding of the concepts taught. | | |
| Should the wealthy support those who are less fortunate? | | |
| **HIGHER ORDER QUESTIONS (3-5 questions)**  What questions will be answered to provoke higher order thinking and include Moderate to High FSA Complexity Levels? What would the ideal student response be for each question? | | |
| * In what ways is today’s unit connected to previous units? How does it pave the way for America in the present day? * What was the main idea of Social Darwinism and how did it compare with the idea of individualism? * **What methods and philosophies were developed for helping the urban poor** | | |
| LESSON CYLCE  REINFORCEMENT | **BELL RINGER (10 min) / FOCUS LESSON (30 min)**  Follow the Focus Calendar to provide reinforcement of previously taught skills. | **TIME**  Approximate | |
| 10 min BR and Notes | 30 min Focus Lesson and Notes |
| Students will be encouraged to brainstorm a list of everything that they know about the new unit’s main idea. Students can work in groups or individually to compile their list. Instructor will rotate around the room to help guide students and to make sure they are on task. Students will be encouraged to share out their ideas. |
| **INTRODUCTION**  Brief part of the lesson when students learn the objective/essential question and how mastering the objective leads to achieving the bigger goal of the course.   * Provide a hook to motivate students and link to prior knowledge in order to introduce a new concept. * Explain the relevance of lesson and the importance of learning the concept.   Introduce important vocabulary using the word wall as an interactive learning tool. | *10-15 min and Lesson Notes* | |
| Students will be introduced to the day’s topic, how it connects to the previous days and units. Students will also be reminded the Essential Question of the Day and the will be introduced to key terms.  Instructor will begin discussion on Chapter 4 Lesson 3 Social Darwinism. This chapter will cover the Urban America. The focus of today’s lesson will be introducing the main ideas surrounding Social Darwinism. Students will be expected to take Cornell Notes and ask questions to help guide discussion. |
| **MODELING** *“I DO”*  Component of the lesson when teacher explicitly models to students exactly what they are expected to do during guided practice and eventually during independent work.   * Conduct a think aloud while modeling the steps to completing an activity or solving a problem. * Model the use of a graphic organizer.   Use questioning techniques such as re-directing, wait-time and prompting. | *10-15 Min and Lesson Notes* | |
| Instructor will provide students with the instructions for today’s lesson. This will include the modeling of the day’s activities and explanation as to how they tie back to the objective and essential question. Strategies such as think aloud and modeling will be performed during this period of time. |
| **GUIDED PRACTICE** *“WE DO”*  Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the modeled portion of the lesson.   * Incorporate the use of a collaborative strategy in small groups. Encourage student accountable talk during group discussion.   Perform checks for understanding. | *10-20 min and Lesson Notes* | |
| Students will engage in PowerPoint embedded “We Do” activities. These include analysis of primary sources, political cartoons, photographs and quotes. Class will regularly stop to help students practice key historical thinking skills such as cause and effect, compare and contrast as well as implied meaning, and detecting bias. Students will be expected to work within their groups and collaborate in order to utilize the aforementioned skills. These activities will vary from day to day, but will be present in each class. |
| **INDEPENDENT PRACTICE** *“YOU DO”*   * Assign students independent work that is directly aligned with the “I Do” and “We Do” portions of the lesson.   Circulate around the room to provide individual support | *15-25 min and Lesson Notes* | |
| Students will first read 122-127 in their texts and take relevant details. Then students will pretend to be a newspaper editor in the late 1800s. They will create an editorial on whether they support or oppose the idea of Social Darwinism and why. Instructor will rotate around the room and make sure groups are on task and then guide discussion. Group share out prior to end of class. Writing activity to close class – SIE based on the Essential Question of the day. **WRAP- UP:** Instructor will utilize information from the days class to review the aforementioned topic and present students with higher order questioning  \*\*\*If Time Allows\*\*\* Students will watch a short video clip “Luck and Pluck.” The clip will be accompanied by film questions that require students to understand challenges associated with Social Darwinsim to the US. |
| **DIFFERENTIATED INSTRUCTION**   * Differentiate your instruction to reach the diversity of learners in your classroom. * Pull small groups or individuals for more intensive support.   Conduct Center Rotations |
| **Teacher Directed:**  Teacher will rotate from group to group and provide support on an individual basis. Student activities may be adjusted at this time depending on instructor’s analysis of student understanding, IEPs and other factors. Differentiation will be individualized and will not include blanket activities. |
| **Independent:** Independent Differentiation will be determined on an individual and as needed basis. Instructor will utilize past performance, current understanding and information present during the Guided Practice portion of class to determine individual adjustments. ESOL and ESE considerations will be applied at this time. They include a focus on the following aspects of the assignment: vocabulary, graphic organizers, reading accuracy and event relationships. Please see attached document / or Lesson Design notebook for a further explanation of ESOL / ESE allowances. |
| **Technology:**  Achieve 3000 to be utilized as needed as support for in class instruction. Translators are acceptable and encouraged with ESOL students. Cell Phones may be utilized for research on teacher directed basis. |
| **CLOSURE**   * Wrap up the lesson and help students organize the information learned into a meaningful context. * Have students reflect on or answer the Essential Question.   Help students connect today’s learning to their bigger goal in the course. | *5 Min and Lesson Notes* | |
| During the closure students will review key ideas and expectations for the day’s lesson. Students will be encouraged to ask questions pertaining to the day’s key ideas. Furthermore, students will engage in an Exit Slip that focuses on the Essential Question and connecting the topic of the day to other key events in US History. Writing activity to close class – SRE based on the Essential Question of the day. |
| **HOME-LEARNING**  How will students practice what they learned? How will opportunities be provided for students to maintain mastery of previously mastered skills/concepts? | | |
| Students will complete the unit study guide. Students will also be encouraged to complete Achieve 3000 on an as needed basis. | | |